

A. Course Information

Grade Level: 9-11

Length of Course: Two semesters.

Type: Elective, college prep.

Recommendation for Enrollment:

First year Spanish students or students who have successfully completed Spanish 9 with a grade of "B" or better.

B. Brief Description of the Course:

In this first year course, emphasis is placed upon a sound development of the four basic language skills of speaking, listening, reading, and writing. Drill with elementary conversational patterns is supplemented by selected reading materials and elementary composition. Basic grammatical concepts are presented and reinforced through oral and written practice. Provision is made for developing an appreciation of the history, culture, and customs of the countries in which the language is spoken. This course also deals with the nonverbal aspects of communication in the culture studied.

C. Board-adopted Textbooks:

Valette & Valette. Spanish for Mastery 1. (D. C. Heath) Adopted 1988.
!En Espanol!, California Edition, Level 1. Copyright 2004. (McDougal-Littell) Adopted 2005.

D. Supplementary Instructional Material:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Workbooks
2. Flashcards (Nuestros Amigos) teacher-made
3. Charts--teacher-made
4. Tapes (Nuestros Amigos)
5. Film Strips (N.A.-Rio)
6. Slides
7. Magazines
8. Overhead transparencies
9. Games/puzzles
10. Food
11. Music--Records/tapes
12. Realia--Articles of clothing

E. Brief Outline of Course Content:

First and second semester:

1. Presentation of basic material by means of vocabulary, pattern sentences, guided compositions, and conversations.
2. Presentation of new vocabulary and grammatical concepts.
3. Extensive oral drill.
4. Improving the writing skills by means of textbook exercises, paragraphs, and workbooks.
5. Use language tapes and language lab whenever available to strengthen aural comprehension skills.

F. Content Standards for SPANISH 1:

The student will:

1. Recall Spanish vocabulary and idioms on teacher-made and/or department tests.
2. Pronounce Spanish words using correct intonation and articulation, as measured by teacher-listening and observation.
3. Identify, use, answer questions, and generally converse using:
 - a. Greetings and farewells
 - b. Introductions of persons
 - c. The weather
 - d. The days of the week and month
 - e. Members of the family
 - f. Ages
 - g. Time of day
 - h. Cardinal and ordinal numbers
 - i. Seasons
 - j. Dates
 - k. Foods and drinks
 - l. Articles of clothing
 - m. Origins and nationalities
 - n. Leisure-time activities
 - o. Sports
 - p. Animals
4. Write in Spanish from dictated new and previously studied materials, according to teacher-set criteria.
5. Manipulate orally and in writing all grammatical usages specified by the teacher on teacher-made and/or department tests.
6. Demonstrate listening comprehension by responding appropriately to oral questions or statements.
7. Identify the culture and customs of the Spanish-speaking world through discussion or teacher-made tests.
8. Present an oral report or take part in a conversation, with measurement by teacher observation.
9. Demonstrate an understanding of why learning a foreign language:
 - a. aids world understanding through communication.

- b. provides increased job opportunities.
 - c. helps tourists socially and economically.
 - d. makes the student aware of one's own native language.
 - e. is a means of personal enjoyment and enrichment.
 - f. is a means of identifying with teenagers whose native language is Spanish.
10. Demonstrate proficiency and continuing improvement in the following “workplace skills,” as appropriate for the designated coursework.

I. Basic Employability Skills

- a. good grooming
- b. good manners, politeness and courtesy
- c. pride in a job well done
- d. honesty and high ethical standards
- e. punctuality
- f. good work attendance
- g. completes tasks independently
- h. good speaking skills
- i. good listening skills
- j. good penmanship
- k. follows directions
- l. basic keyboarding skills
- m. computer literacy

II. Employee Relations Skills

- a. able to work with teams of people
- b. cooperative attitude
- c. good interpersonal skills
- d. collaborates to problem-solve
- e. respects authority
- f. high cultural respect and sensitivity

III. Job Success Skills

- a. problem-solving skills
- b. decision-making skills
- c. critical thinking skills
- d. higher order thinking skills
- e. able to plan and complete a project
- f. willing to engage in lifelong learning
- g. math skills through algebra
- h. good reading and writing skills
- i. good articulation skills
- j. good study skills
- k. meets increasingly higher expectations
- l. bilingual
- m. able to use technical tools correctly and safely
- n. able to change from task to task

- o. knows how to learn what one doesn't know
- p. knows how to build upon what is known
- q. is a self-starter

G. Assessment Procedures:

1. Teacher-constructed tests
 - a. Written
 - b. Oral
 - c. Final exam
2. Monitoring completion of homework and classroom assignments
3. Class participation
4. Informal observation of selected skills
5. Teacher listening to student's participation in class and to recitations
6. District-developed criterion-referenced tests